



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Village Preschool and Childcare Centre

Profile Number: 45025

Location: Bethlehem, Tauranga

1 ERO’s judgement of The Village Preschool and Childcare Centre is as follows:

| Domains: Ngā Akatoro   | Below the threshold for quality |                 | Above the threshold for quality |           |
|--|---------------------------------|-----------------|---------------------------------|-----------|
|  | Improvement required            | Working towards | Embedded                        | Excelling |
| The learner and their learning<br>He Whāriki Motuhake  | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū   | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>Te Whakaruruhau                               | Improvement required            | Working towards | Embedded                        | Excelling |

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children’s health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

This service's philosophy promotes children's engagement with nature to foster play, exploration, challenge and inquiry. A centre manager oversees daily operations, supported by the owners in a governance role. The service has undergone significant leadership and staffing changes in the last two years. Three team leaders and their team members work alongside children across three age-based rooms.

## 4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review identified non-compliance with regulatory requirements. These have been addressed, and regulatory standards are being maintained.

After a short time on a provisional licence in late 2023, the centre manager and team leaders have prioritised strengthening of systems and processes, building relational trust and collaboration for improvement. Many of the current key systems and processes have been put in place over this time.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children's learning and development is well-supported by a responsive curriculum that promotes their independence and ability to make decisions about their own learning.

- Teachers support children to be active participants in leading their own learning. Parents and whānau contribute to decisions about their child's experiences, and their voice is valued in designing the curriculum.
- Planning and assessment for children's learning clearly reflects who they are as learners and their progress over time. Teachers are increasingly intentional in responding to individual children's cultures and languages and this is positively influencing curriculum design.
- A calm and unhurried approach to teaching enables all children in the service to engage in sustained periods of uninterrupted play. Children experience teaching strategies that support their growing social and emotional competence, and complexity of oral language.

## Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Leaders and teachers are collaborative, using their professional knowledge and expertise to design a curriculum that is increasingly responsive to children.

- Practices to enable improvements to teaching approaches are well-established. Teachers and leaders demonstrate a clear understanding of the positive impact of their own learning on children's learning outcomes.
- Inquiry and evaluation processes helps teachers to scrutinise their practice, leading to collective growth. Working with external support, leaders have developed sound systems and processes to enable this improvement to continue.
- Teachers and leaders actively incorporate te reo Māori and elements of tikanga Māori into daily routines, experiences and assessment practices. They continue to refine the service's local curriculum in partnership with mana whenua, to strengthen teachers' understanding of Te Tai Whanake ki Tauranga Moana and enable tamariki Māori to have aspects of their language and culture reflected.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

The manager and team leaders take collectively responsibility for enacting the service's vision and priorities for improvement.

- The leadership team prioritised building relational trust across the teaching team, as new leaders and staff join the service. They utilise effective systems to promote clear communication between themselves, teachers, whānau and children.
- Leaders model and enact the skills to do and use evaluation for improvement. A systematic framework is in place and known outcomes from its use demonstrate the quality and inclusiveness of the curriculum.
- Capability is being built within teaching teams. Leaders draw on their own expertise and knowledge, in partnership with external mentoring, to support teachers' professional practice.

### Stewardship through effective governance and management | Te Whakaruruhau

The wellbeing of children and their whānau are a clear factor in decision-making by those responsible for governance.

- Actions that support equity of access and experiences for children are well-established. A range of positive strategies, interventions and initiatives are prioritised by the service owners.
- The owners, as governors, are actively involved in day-to-day aspects of the service. They collaborate with external agencies and the wider learning community to support positive education and social outcomes for children.
- Structural considerations by governance such as group size, resourcing for professional support, and consideration of the environment and physical spaces, enhance experiences for both children and adults in the service.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Village Preschool and Childcare Centre completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

Licensing Criteria for Early Childhood Education and Care Centres 2008

## 8 Where to next for improvement?

The Village Preschool and Childcare Centre will include the following actions in its quality improvement planning:

- Use the established assessment, planning and evaluation framework to ensure that planning and curriculum decisions are more explicitly based in children's cultures, languages and identities.
- Continue to work in partnership with whānau Māori and mana whenua to develop and strengthen te ao Māori aspects of the local curriculum to reflect the places, stories and people of significance to the local area.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)

Lisa Oldridge

Lisa Oldridge  
Director of Early Childhood Education (Acting)

3 April 2025

## 9 Information About the Service

|  |   |
|--|---|
| Service Type   | Education and care service  |
| Number licenced for  | 87 children, including up to 25 aged under 2                            |
| Percentage of qualified teachers   | 80-99%  |
| Ethnic composition<br><i>Using rounded percentages</i>   | Māori 16%, NZ European/Pākehā 67%, Pacific 5%, other ethnic groups 34%  |
| Service roll   | 61  |
| Review team on site  | November 2024   |
| Date of this report  | 3 April 2025  |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, March 2022; Education Review, November 2017 |

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

|                      | <b>Above the threshold for quality</b>  |
|----------------------|---|
| Excelling            | The service is excelling in the learning and organisational conditions to support high quality education and care for children.                                   |
| Embedded             | The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.             |
|                      | <b>Below the threshold for quality</b>  |
| Working towards      | The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children. |
| Improvement required | The service has not yet developed the learning and organisational conditions to support quality education and care for children.                                  |